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ABSTRACT

This literature review examines vocational education and training literature for the major issues, debates, and developments relating to the role of Technical and Further Education (TAFE) teachers in Australia and presents key documents relevant to initial TAFE teacher education and professional development. The first section contains skills and competencies of TAFE teachers: (1) teaching skills; (2) curriculum development; (3) administrative and managerial skills; (4) industry liaison; (5) workplace context; and (6) general personal qualities. The second section reviews previous reports on TAFE teacher preparation and development: (1) the "Fleming Report" and the "Review of TAFE Teacher Training"; (2) professional development for industry consultancy; and (3) distance education in professional development. The third section covers TAFE teacher preparation programs in Australia. Information is presented for each of the eight geographical areas of Australia, summarizing programs, participants, length of program, course outline, electives, and other information on initial teacher training. The fourth section describes programs of professional development for TAFE teachers and summarizes information about current practices within the eight geographical areas. Seventy-five references are included. (NLA)

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NATIONAL REVIEW OF TAFE TEACHER PREPARATION AND DEVELOPMENT: LITERATURE REVIEW

Janet Scarfe

ADELAIDE 1991

This project was funded jointly by the Commonwealth Department of Employment, Education and Training and the State & Territory TAFE agencies.

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INTRODUCTION

The purpose of this paper is two-fold:

- to examine the vocational education and training literature for the major issues, debates, and developments relating to the role of TAFE teachers, currently and in the coming decade; and

- to present some of the key documents relevant to initial TAFE teacher education and subsequent professional development.

It has been prepared as a component of the major report, National Review of TAFE Teacher Preparation and Development, which is the national research project reviewing the training and development needs of TAFE teachers in the 1990s, being undertaken in 1990 by the TAFE National Centre for Research and Development and funded by the Department of Employment, Education and Training. This paper is intended to be read both as an integral part of that large-scale project and as a separate document.

The Review falls into two stages, the first a training needs analysis for TAFE teachers, currently and in the 1990s, and the second, models and strategies for TAFE teacher training and development. Section A addresses the literature relevant to the first stage, the training needs analysis. Section B looks at previous key reports on TAFE teacher preparation and development. Section C comprises a brief outline of initial TAFE teacher programs currently delivered in Australia. Section D summarises current practices concerning the professional development of teachers.

SECTION A: SKILLS AND COMPETENCIES OF TAFE TEACHERS

Reviewing the Literature: General Comments

Before the literature is examined, several cautionary comments should be made.

(i) The paper emphasises the issues emerging from the literature, rather than the literature itself. This is the most useful way of underscoring the complementary nature of the Review's various components and, more importantly, of addressing the Review's detailed terms of reference.

(ii) The tension between changes and continuities in the TAFE sector is a persistent theme. The literature might have been reviewed chronologically, looking at changes in emphasis in TAFE teacher roles (or lack of them) over time.

The issue of changes in the TAFE sector as reflected in the literature is a difficult one, intensified by the traditional sector-wide philosophy of responsiveness to industrial and social change. The articles, reports and reviews have generally been written by change agents - policy developers, advocates for under-represented groups, researchers. They review and critique current practice and policy, and make recommendations ranging from minor refinement to complete reformation. Expressions such as "more", and "growing prevalence" pepper their investigations and assertions. This is not to disparage them, and indeed the same vocabulary will be found in this paper, but the polemic of change must be measured against its reality.

(iii) A distortion related to the literature's emphasis on change is the emphasis on accumulation of skills. One issue rarely addressed directly in the literature concerns the shedding (consciously or otherwise) of skills acquired in the past but no longer relevant. The literature implies that new skills means additional skills. Similarly, it also implies that additional skills means new skills, rather than the adaptation of "traditional" or familiar skills.

(iv) Unlike the research brief, the literature does not generally distinguish between TAFE teachers who are experienced (defined in the project as teaching for at least three years) and those beginning their careers, nor generally between full-time and part-time. Where the literature does make a distinction, this is noted.

(v) Finally, "relevant literature" can be defined either narrowly or broadly. A narrow definition would include only those materials directly related to teacher skills; a broader definition recognises the implications of major developments or policies (such as articulation, or fee-for-service programs) for the skills required by TAFE teachers. In this paper, a broader definition has been used to include major developments in the TAFE sector. This recognises the fact that the expression "TAFE must/will ..." generally means "TAFE teachers must/will ...", or possibly "most/some TAFE teachers must/will ..." In many instances, however, the impact of developments on TAFE teachers' skills has not been spelt out in the literature.

Two other factors in the literature review should be mentioned:

- the material cited has come principally from Australian sources; and
- in the main, only publications from 1987 have been used (literature prior to that date was included in the most recent major Australian study of TAFE teacher continuing education needs[1]).

TAFE in the 1990s: the Briefest Summary

Notwithstanding the above comments on the particular emphases of the literature on TAFE in the 1990s, considerable consensus emerges from it about major developments likely. They are discussed in other sections of this paper in terms of their implications for the sector's teachers but it is useful to summarise them here in very broad, very brief terms. If the consensus from a variety of perspectives on the sector is correct, then during the next decade the TAFE sector will be characterised by the following:

- a stronger sense than currently exists of being one component of the national and local vocational educational and training system. This will be evident in numerous ways: formal mechanisms to ensure training is "industry-driven"; formal recognition of and articulation between TAFE, industry, secondary and higher education courses; recognition of appropriate on-the-job training and prior experience; co-operative arrangements between TAFE and industry in the delivery of courses, including TAFE fee-for-service courses for industry and TAFE delivery in industry premises;
- increasing variety in teaching methods as well as venues, particularly with increased prevalence of computer-assisted and computer-managed learning;
- more flexibility in both course design and delivery, allowing a self-paced approach, flexible entry and exit points, and client-specific programs;

- a move towards associating competence with demonstration of skills rather than time served (competency-based);

- development of a revenue-generating capacity, particularly through fee-for-service arrangements with industry in such areas of TAFE expertise as course development and delivery;

- a substantially different industrial relations situation for TAFE teachers, with the implementation of award restructuring; and

- a student population of greater diversity, as result of social change (e.g, employment of women and other under-represented groups in a far wider range of occupations and industries; higher school retention rates) and industrial change (award restructuring, increased industry commitment to training).

Categorising Teachers Skills

Numerous attempts have been made to categorise teachers skills. The Review's terms of reference provided a clear starting point for this paper, as well as the other research instruments. They have been expanded to include:

- teaching skills
- up-dating technical skills
- curriculum development
- administrative and managerial skills
- skills relating to determining client needs and industry liaison
- skills relevant to understanding TAFE and its role, and
- skills best described as personal qualities.

These are not watertight compartments, but overlap considerably. However they provide a useful framework for discussion of the relevant literature. The order in which they are presented should not necessarily be regarded as significant.

TEACHING SKILLS

Introduction

The changes underway in vocational education and training outlined above may seem so extensive as to virtually revolutionise teaching in TAFE. Even the broad summary of developments in the next decade indicates major changes in teaching methods and environment, in program delivery and assessment. In fact, the ramifications of change fall broadly into two familiar categories:

- changes in the student profile
- changes in teaching methods.

Both have long been key areas of change in TAFE, litmus tests of the sector's responsiveness to industry and the community. Both are immediately visible in the TAFE teacher's classroom.

Changes in the TAFE Student Profile

The increasing diversity of TAFE students.

One of TAFE's distinctive hallmarks within the post-secondary education sector has been a long-standing commitment to access to education and employment for disadvantaged or under-represented groups. Its student population is very diverse, particularly in terms of educational and ethnic background. There is every indication that first, the TAFE student population will increase in diversity, and secondly, the effect will be marked in mainstream vocational programs. Reasons for this abound - among them continuing social change, government policies related to both affirmative action and access to training, and increased year 12 retention rates. TAFE authorities have themselves developed policies and strategic plans to increase the participation of under-represented groups[2]. As a result of these and other factors, teachers in TAFE mainstream vocational programs are very likely have in their classrooms:

- more students who have attempted or completed year 12 (a significant trend among apprentices);
- more women training for non-traditional occupations and industries;
- more mature age workers as a result of developments such as award restructuring and adult apprenticeships;
- more participants from under-represented groups such as Aboriginal people and people with disabilities.

Not only will the diversity of the TAFE population as a whole increase, but also the diversity within individual classrooms and workshops. The increasing prevalence of flexible entry and self-paced modularised programs reinforces this trend. For example, instructors in a self-paced program in a trade area may encounter in any one class several types of students:

- "traditional" apprentices (young males);
- apprentices from non-traditional groups (e.g. women, people with disabilities, women, adults returning to study);
- participants in Commonwealth programs for long-term unemployed; and
- clients from industry sent by their employers for an individually tailored refresher or up-grading program.

While all are working on modules from the trade syllabus familiar to the instructors (adapted where necessary), the importance of the instructors' capacity to adapt to a wide variety of students, backgrounds and abilities is obvious[3].

The learning needs of specific groups.

Considerable literature exists on the learning needs and experiences of specific groups within the TAFE student population, such as people with disabilities, women, and Aboriginal people[4]. The particular learning styles or needs of Aboriginal students, for example, may differ from those of non-Aboriginal students. One research report recommended that the teachers of Aboriginal students should pay attention where possible to their traditional methods of learning, for instance by emphasising the immediate application of practical skills rather than technical or theoretical knowledge[5]. Similar recommendations could be found for most groups under-represented in TAFE.

Equal opportunity.

Frequently, too, the literature also argues strongly that TAFE teachers must be familiar not only with learning needs and styles, but also with the wider political and philosophical context affecting particular student groups. For example, many TAFE teachers may support integration of people with disabilities into mainstream TAFE programs, but it has been argued that

> they take on this area without thinking through the implications of their work, that is, they have little or no understanding of the deeper philosophical issues of normalisation[6].

Similarly, researchers on women's access courses have placed great emphasis on appropriate background knowledge for teachers, as well as "a sound understanding of women's social position and the disadvantages they face in the areas of education and employment and an appreciation of the culture of the target group"[7]. These skills may be deemed more important than formal teaching qualifications.

The question of teachers' attitudes to under-represented groups is an essential factor in their participation and success. There is evidence that there are major deficiencies in this area[8].

The overall conclusion from the literature (polemical, policy-oriented and reflective) is that TAFE teachers will have in their classrooms an even more diverse range of students than hitherto. The TAFE student population has in fact been skewed towards the 18-30 year old group, generally in initial or post-initial programs. For all the statements in the TAFE literature about diversity, there are significant gaps which will be addressed in the 1990s: for example, "recurrent education and re-training programs directed towards mature workers, or persons seeking a late entry or re-entry to education or the workforce, [which] have been supported only

spasmodically"[9]. TAFE teachers capacity to adapt skills (particularly teaching methods and social attitudes) will be critical.

Teaching methodologies

Such a variety of practice occurs in TAFE colleges that any statements about teaching methods must be couched cautiously. There are various definitions of such key methodologies as "traditional" methods, "open learning" and "competency-based training". Frequently the literature speaks in black and white terms ("traditional" versus "computer-assisted"), ignoring the variations within such a label as "traditional". In addition, the apologists for change and innovation seek the high moral ground, diminishing the value of any method alternative to their own.

The extent to which TAFE teachers use what might be called "traditional teaching methods", in colloquial language "chalk and talk", cannot be clearly determined from the literature. It has recently been asserted that "most students are still taught in traditional ways, in traditional buildings"[10]. On the other hand, that statement can be qualified in various ways - for example, by pointing to the great diversity of techniques teachers can use within traditional courses[11], and to the preference of some students as well as some teachers for traditional forms of teaching and learning[12].

However prevalent traditional methods might be, there is a very pronounced trend in the literature - presumably reflecting changing practice - for alternatives to traditional teaching strategies. The most obvious examples are competency-based training and open learning.

Competency-based vocational education and training.

Increasing adoption of competency-based methods of training and assessment[13] will undoubtedly have far-reaching effects on TAFE programs, classrooms and teachers. Competency-based programs were first implemented in TAFE colleges in the early 1980s, and have found favour in certain programs, departments and colleges[14]. Fresh impetus has recently emerged from award restructuring and industry moves towards competency-based job structures. Competency-based training will, without doubt, become increasingly prevalent in both TAFE and industry in the next decade, and particular skills will be required of TAFE teachers for its successful implementation.

Those skills are suggested by a brief contrast between so-called "traditional" and competency-based situations. A traditional classroom is characterised by "chalk and talk" from the instructor, and by students at one stage of the curriculum. A classroom or workshop in a competency-based, self-paced program would normally include students at various/all stages of the course, working on any module or component. Students work principally from course materials and resources, instructions and tests, generally prepared by teachers in the program. Teachers are consulted primarily on

difficulties and for progressive or final assessment of a task. Detailed computerised records on individual and group progress through modules and complete courses are maintained by students monitored by teachers.

Competency-based teaching calls for specific skills firstly, in teaching and assessment, and secondly in program management. An evaluation of early competency-based programs identified a number of teaching and managerial/administrative skills required on a daily basis in the classroom/workshop[15]. Teaching-related skills included:

- an ability to facilitate or manage student learning rather than lecture or demonstrate;
- a working knowledge of the entire syllabus and course materials;
- an ability to maintain discipline in a classroom where students progress at their own pace;
- the implementation of consistent assessment standards, as an individual teacher and within a team of teachers; and
- motivating students with a wide range of abilities.

Managerial skills necessary included:

- attending to extensive "paper work", which requires familiarity with computer hardware and software;
- workshop supervision (students, equipment);
- maintaining safety standards in the workshop.

More recently, the literature has emphasised particularly the development of competencies and performance criteria in competency-based training[16]. It has been suggested that teachers who used "traditional" methods will need a "vast range of additional skills to handle learning outcomes expressed in statements of competence are achieved"[17]. John Foyster, for example, has proposed an extensive list[18]. In addition to teaching and management skills identified above, he emphasises the following:

- skills fundamental to appropriate assessment of performance;
- considerable participation in the preparation of detailed learning materials;
- an increased role in researching the skills to be developed;
- a learning approach that stresses skills acquisition rather than time served; and
- a philosophy which emphasises the individual's role in industry rather than the individual's own needs.

The contrast in terminology compared with earlier reports is marked.

Appropriate assessment is a key component of competency-based training and so of the repertoire of skills required by teachers in competency-based programs.

A recent study has shown considerable deficiencies in the assessment of competency both by TAFE teachers and industry trainers[19]. Several major concerns about current assessment practices were identified, particularly the inappropriateness of tests for determining achievement. The researchers emphasised the importance of teachers/trainers understanding the concepts and language of performance assessment - the meaning of skills, competence, conditions and other terms for example, and the purpose of assessment (the "need to find out not how many things are known but, rather how well something is done"). The report urged the need for action to raise the assessment skills of TAFE teachers and industry trainers.

Teachers may become increasingly involved in assessing prior learning by assessing current competencies. That learning may have been acquired formally (e.g accredited training programs) or informally (e.g on the job, or through life experience). Teachers involved will need skills to set up situations for testing competencies on demand, such as on-the-job assessment, and preparation of individual training and development profiles based on that assessment[20].

In summary, competency-based training and assessment have significant implications for teachers - for teaching style, curriculum design and delivery, program management and, not least, their approach to assessment. The increasing prevalence of competency-based education in the 1990s will result in the necessity of increasing numbers of TAFE teachers being skilled in all aspects of its philosophy and implementation.

Open learning.

An emphasis on teachers as "learning designers" and "learning managers" is also a characteristic of literature on "open learning". Like competency-based vocational education, open learning aims to provide optimum choice and control to students[21].

The extent of open learning programs in the TAFE sector is unclear, despite a decade of allusions to open learning as a key means of increased responsiveness and flexibility in TAFE program delivery, and the priority still accorded new approaches to program delivery in Commonwealth guidelines for staff development[22]. However, within the context of increasing emphasis of flexible delivery arrangements for TAFE programs, it is important to note here research that has identified skills that will be required by teachers in open learning programs. A report on open learning in the Victorian system is useful in this regard. The list emphasises teachers as:

- learning designers: working with other educators, industry and students;

- learning managers: providing educational support; and
- counsellors: provided both prior to and following student enrolment; negotiating individual student programs (e.g. content, length, sequence).

The report notes that "there will be occasions when [such teachers] do not 'teach' in the traditional sense at all as they become increasingly involved in learning design and learning management"[23].

Importantly, the report also implies that differences between traditional or face-to-face teaching and open learning teaching should not be exaggerated. All teachers, it notes, are curriculum developers, content experts, and assessors or markers. Face-to-face teachers must be able to lecture or tutor; those in open learning may or may not have to. On the other hand, face-to-face teachers may not require the same level of expertise in learning management and design as teachers in open learning programs[24].

Discussions of open learning are handicapped by problems of definition: no programs are completely open or closed, for example. Open learning is sometimes presented as a superior form of instruction, whereas, in practice, some students and teachers will always be disposed towards traditional forms of teaching and learning[25]. However, the similarity in skills required in open learning and face-to-face programs is significant.

Course articulation.

A further development in the 1990s with implications for teaching methods is course articulation. Implementation of articulation (credit transfer, advanced standing), hitherto sporadic and limited, will be increasingly reflected in curriculum design as well as in teaching. The State Training Board of Victoria, for example, lists as a key strategy for 1990-91 "facilitating articulation between public and private sector training while achieving vertical integration in public sector training"[26].

The degree to which articulated programs will be adopted in the 1990s is unknown at this stage, so care is needed to avoid generalisations. However, where TAFE programs are articulated (either "vertically" or "horizontally"), TAFE teachers will require knowledge of the curriculum on "either side" of the TAFE program. In particular, familiarity with the program to which the student will transfer credit would benefit the transferring student. Research indicates that students articulating from TAFE into higher education experience difficulties related to content (notably mathematics), study skills, and institutional culture[27]. Teachers conversant with the relevant curriculum, learning styles and environment of higher education institutions and industry would assist students transferring.

Similar knowledge of the sector from which the TAFE student is transferring would also be important. In most instances, this

would be the secondary sector, although it will increasingly mean industry and, some argue, the higher education sector[28].

Other Skills

Other key skills identified in the literature as necessary for teachers in the 1990s, but not listed above, include the following:

- team teaching[29]
- facilitator skills[30]
- the capacity to teach in two tier programs (TAFE and higher education; TAFE and secondary)[31]
- the capacity to integrate students' previous experience and knowledge with the curriculum[32]
- the skill to develop an atmosphere where students learn from one another[33]
- the skills to emphasise concepts rather than details[34]
- practical skills rather than theoretical knowledge[35].

As the literature discussed above indicates, the question of teaching skills is a complex one. Several key points, however, emerge:

- as far as teaching skills are concerned, the impact of the far-reaching changes associated with the TAFE system currently and in the forthcoming decade will be principally on:
  - the student population: an increasing diversity
  - teaching methods: most specifically a range of developments under the umbrella term of more flexible delivery systems;

- some researchers emphasise the necessity for teachers to acquire <u>new</u> teaching skills, additional to the ones they already have. Others suggest the <u>application</u> of existing skills in a new environment (e.g., a self-paced or open learning program) or, alternatively, a shifting balance among existing skills according to the kind of teaching program; and

- finally, the literature provides no explicit or implicit indication of the skills currently possessed and used by TAFE teachers.

UP-DATING TECHNICAL SKILLS

Introduction

The importance of ensuring that TAFE teachers are equipped with up-to-date skills in their teaching subject area is universally acknowledged. For at least two decades, the literature in Australia and overseas has emphasised the necessity to vocational education teachers of current subject expertise, within the context of rapid technological change. Commonwealth staff development priorities, for example, have

persistently included up-grading vocational skills throughout the 1980s and into the 1990s. Up-dated skills, however, are a more complex issue than common agreement about their priority indicates. The literature also reveals several emerging issues about skills updating likely to grow in significance in TAFE's environment in the next decade. They are:

- the impact of technological change on teachers' perceived levels of expertise;
- whether teaching skills should be abreast of the most sophisticated knowledge and skills in the workplace;
- the impact of industry's complex demands to which TAFE must respond, particularly award restructuring; and
- a concept of up-dated technical and vocational skills broadening to include quality control/management, occupational health and safety, equal opportunity, equal employment opportunity and other "quality of life" work-place issues.

Technological Change

Effective response to continual technological change is a constant objective for all systems of vocational education, extending from authority level (resources) to individual teacher (day-to-day teaching). For example, UNESCO's Draft Convention on Technical and Vocational Education emphasises the extent and pace of present and future technological change, and the importance of teachers updating their technical information, knowledge and skills[36].

No industries remain static in their technology or materials, and TAFE has endeavoured to incorporate extensive technical changes into its curriculum, equipment and facilities. State and Territory funding submissions have always placed great emphasis on this factor and its implications for both resources and staff development.

Research has shown that updating subject knowledge has been a recurrent concern for TAFE teachers. In one study, the vast majority of TAFE teachers surveyed in 1984 saw constant upgrading of subject knowledge as a necessity[37]. Many reported difficulty in doing so, however, for a range of reasons including lack of opportunity, syllabus restrictions and inadequate facilities. On the other hand, some teachers seemed not to grasp available opportunities. A more recent survey showed that updating their technical or vocational knowledge and skills was a problem of important or severe dimensions for 93% of TAFE teachers[38]. The need for programs to remedy this deficiency was described as urgent.

How Updated?

A second major question related to updating concerns its extent: should teachers' technical expertise be at the leading

edge in their respective industry, or at the "average", most prevalent level? The Department of Employment, Education and Training (DEET) provides funding for equipment "of an equivalent standard to that being used by industry"[39]; by implication, teachers' skills should match this. In reality, however, industry's diversity makes interpreting and implementing such a policy difficult.

The view that TAFE teachers skills should be at industry's forefront has some support. For example, Stevenson maintains that teachers need to be "teaching ... required knowledge and skills in advance of their need in the workplace"[40].

Responses to DEET's Industry Training in Australia: The Need for Change (1989) revealed diverse views on this question. There is agreement, however, that industry is the appropriate provider of firm or equipment-specific skills, TAFE's role being broad-based vocational education, broad competencies and transferable skills[41].

The Impact of Industry and Award Restructuring

Industry and award restructuring will have a major effect on TAFE teachers' need to update their subject expertise[42]. One specific result for TAFE will be major course revision in the light of revised occupational classifications, with emphasis on broad-banding, multi-skilling and career paths. It will be increasingly necessary for TAFE teachers to be skilled not only in their traditional subject area, but in related subject areas, or even fields "unfamiliar or totally new to them"[43].

"Quality of workplace life" skills

To prepare students to function adequately and effectively in the workplace environment of the 1990s, TAFE teachers must be cognisant of the "environment and society, the world of work as whole, and industry and commerce"[44].

Implications of the emerging importance of quality concepts in the workplace have been recognised to some extent[45]. In view of industry trends, Hayton et al recommended that all TAFE vocational courses include quality topics (such as quality management and improvement, customer service and employee participation), and all TAFE staff teaching in these programs undertake staff development on quality issues.

Similarly, legislative requirements and other pressures promoting occupational health and safety, equal opportunity and equal employment opportunity will have an increasing impact on all working environments, in industry and commerce, and the TAFE environment itself[46]. These have been identified as key areas for TAFE staff development[47].

Dahnke referred to the knowledge of the environment, an issue of growing political and economic significance in Australia. As yet, the literature does not reflect the emergence of environmental issues as a key influence on TAFE curriculum or

TAFE teachers' technical knowledge.

In conclusion, several points can be made about the updating of vocational skills by TAFE teachers:

- its necessity is unquestioned;
- the literature evidences a broadening of the concept beyond the use of changing technology to incorporate the implications of award and industry restructuring, and issues relating to work organisation; the impact of environmental concerns is very likely to emerge in the 1990s;
- the nature of technical skills to be updated by TAFE teachers (e.g, advanced, broad-based) will be largely affected by the division of responsibility for training between industry and public sector vocational education. This issue is yet to be resolved.

CURRICULUM DEVELOPMENT

Introduction

The responsibilities TAFE teachers have in the areas of curriculum design, review and development varied greatly from State system to State system. In some States, such as Victoria, they traditionally had considerable responsibility. They have developed course materials to supplement the prescribed syllabus, individually or in concert with departmental or system colleagues. They have had a strong role in the course accreditation and re-accreditation processes, and in the development of national core curriculum. To these ends, they have worked in collaboration with industry experts, instructional designers and educational technologists. In other States, they have had no responsibility for curriculum.

The Impact on Curriculum of Changes in TAFE

Whether changes in the TAFE sector originate in government policy, societal trends or economic climates, they are felt most keenly in two arenas - teachers' roles and curriculum content. The dramatic changes underway in vocational educational and training have major implications for the design and delivery of TAFE curricula, and so for TAFE teachers, be they designers or exclusively deliverers.

The most significant factors influencing TAFE curricula in the 1990s are the same themes that persist throughout this paper:

- changes in the student population
- changing relationships with industry and
- more flexible delivery of programs.

The changes in the student population will not only affect teaching styles, but also curriculum. Teachers will be designing curriculum and course materials to be used by students whose educational backgrounds are increasingly diverse - year 12 and even higher education in some areas, and minimal formal education in others. For example, TAFE teachers are likely to develop and implement short vocational programs to orientate higher education graduates to the world of work[48], as well as workers with little education as part of award restructuring and industry commitment to training.

The increased prevalence of course articulation (between TAFE and higher education, and from secondary education to TAFE) will require of curriculum designers and teachers considerable knowledge of the content of related curricula in other sectors of education. They will need both to build on prior learning and to anticipate subsequent learning elsewhere.

New directions in traditional TAFE-industry relationships will have far-reaching effects on curriculum design and delivery. For example, industry will seek out TAFE's expertise in curriculum increasingly in the development of courses on a fee-for-service basis. Curriculum is likely to be more industry-or client-specific, required quickly, and developed in close co-operation with (or at the direction of) the client[49]. (Course development and review in TAFE is generally characterised as a comparatively slow process measured in years.)

The emergence of industry as a direct client has in certain quarters resurrected the familiar training versus education debate. In response, a number of issues related to the quality of workplace life have emerged, with pressure for them to be addressed in the curriculum. They include, as noted elsewhere, equal opportunity issues, occupational health and safety, quality management, and the social implications of technological change. Their proponents generally urge their integration or anchoring in the vocational curriculum, not provision as optional extras.

The issue of the politicisation of the curriculum is currently unresolved, and may remain so throughout the 1990s[50]. There will be pressure for, as well as resistance to, "selecting curricular content to correct social injustices and to empower students to criticise and alter vocational and other aspects of society in which they will work and live"[51].

There is also growing interest in the development of thinking skills (sometimes called "critical thinking") as an integral and deliberate component of curriculum. While this dimension of teaching is discussed elsewhere in this paper, it is useful here to note its implications for curriculum development and delivery. Stevenson has pointed out the importance of such skills for "inventive, productive, versatile, adaptive and functional [participants] in the work place ... able to take more responsibility for their own learning"[52]. He argues that TAFE must:

> clarify its role in developing, within curricula,

such abilities as self-awareness, social awareness and critical judgement within the context of vocational, social and individual student goals.

He continues:

curriculum developers would need to move beyond specification of immediate and specific knowledge and skills to consideration of:

- the thinking needed in unfamiliar situations; and
- the enabling transferable cognitive procedures which can be learned.

Other proponents of the TAFE teacher as an agent of change are also strong supporters of critical thinking skills in the TAFE curriculum[53]. This is discussed in more detail elsewhere in this paper.

The increasing prevalence of <u>non-traditional teaching methods and delivery systems</u> (competency-based education, open/self-paced learning) will significantly affect curriculum design and delivery. Perhaps the most obvious effect concerns the importance of course materials. Course materials are the principal agents of instruction, combining theoretical content, practical exercises and assessment. Furthermore the teacher is one of a range of resources. Learning materials are generally developed in several forms (print, video, slide, interactive video), an integrated package for each module[54]. Curriculum developers will require skills to develop such packages.

Identifiable skills will constitute the basis of learning activities[55], or as another writer has stated, learning will be presented in units of competence which can be articulated with occupations[56]. In some programs, this will require a significant redesign of the curriculum.

In summary, most major changes in the TAFE sector have significant implications for the design and delivery of TAFE curriculum, parallelling the impact on teaching methodologies. The literature, however, is silent on such issues as the appropriate curriculum role for teachers in the 1990s, for either beginning or experienced TAFE teachers.

ADMINISTRATIVE AND MANAGERIAL SKILLS

Introduction

In discussing the increasing prevalence of non-traditional teaching methods, the emphasis on teachers as "learning managers" was noted. "Learning management" involves supervision of students in classroom or workshop, as well as considerable records management and analysis. The attention to "teacher as learning manager" and student responsibility for learning has influenced not only self-paced, competency-based classrooms, but traditional classrooms as well.

The literature also shows considerable concern about enhancing the administrative and management skills of TAFE teachers. It points to the need for such skills not only within the college, but also increasingly, in industry liaison and consultancies.

Several major themes emerge in the literature on the subject.

Program Management Skills

First, the growing prevalence of competency-based and self-paced learning programs demands of teachers extensive skills in program administration and management. The programs involve considerably more paper work that traditional teaching methods[57]. Flexible enrolments, for example, are far more complex administratively than a lock-step class in which students all begin and finish simultaneously. Student record keeping and analysis are detailed and constant[58]. Since record management is computerised, teachers require some computer literacy even for friendly software. Any kind of flexible delivery requires "teachers to come to grips with the administrative side of complex learning management arrangements"[59].

Project Management

Secondly, new directions in industry liaison necessitate administrative and management skills. The skills associated with project management, for instance, are needed by TAFE teachers who become involved in industry consultancies: budgeting, costing, accounting and other financial abilities are essential, as is an understanding of the enterprise's emphasis on accountability[60]. These have been given a high priority in the Commonwealth guidelines for TAFE staff development in 1990[61].

Human Resources Management

Thirdly, the importance of human resource management in any organisation undergoing change of the dimension experienced in the TAFE sector cannot be overemphasised[62]. Competencies required in the view of one writer include strategic planning, human resource planning, and negotiation. Mageean's detailed study of senior college staff (managers and aspiring managers among the teaching staff) identified a number of very specific skills required by human resource managers[63]. Because of the comprehensiveness and its applicability to various levels of administration and management in TAFE, it is reproduced here in full:

1. <u>Planning for the future of the college</u>

   • corporate planning; rational decision-making (setting policy priorities); analysis of community needs; understanding of likely future developments in TAFE; understanding (but not necessarily in-depth knowledge of

new technologies; anticipating changes which will affect TAFE; organisational management; goal setting

2. Managing staff

- committee management skills; motivating staff; encouraging the professional development of college staff; delegation; conflict resolution; planning and managing change, dealing with new issues in TAFE; team skills; organisation and group dynamics; maintaining good industrial relations; creating a good "working climate"; listening to staff at all levels and respecting them as professionals

3. College administration

- financial management, budgeting; decision-making; relationship of the college with the TAFE authority; business practices; day-to-day running of the college; entrepreneurship

4. Educational leadership

- keeping up-to-date with relevant developments in education; encouraging staff development; developing within self, and staff, a vision of TAFE; providing a role model for staff and students; setting realistic standards; accountability for educational matters; clearly enunciated educational philosophy; encouraging innovation

5. Communications

- communication skills - person to person, group, telephone, public speaking, written; developing links with community, industry, other educational institutions, TAFE head office and other colleges, students and staff; acting as an advocate for the college, seeking funding etc; public relations skills including dealing with the media; negotiation skills; creating opportunities to find out students' concerns from the students; marketing the college

6. Professional development

- formal study undertaken since pre-service training; range of professional reading; involvement in professional associations/committees; participation in and application of knowledge from in-service; papers presented/published

7. Additional professional capacities

- preparing reports, submissions etc; time management; understanding of industrial relations and law; understanding of the whole TAFE authority and system; computer literacy; interpreting and implementing Government policies; interviewing skills; problem solving skills; computer literacy.

Finally, the literature places considerable emphasis on decision-making skills, an essential component of administration and management, at all levels in the TAFE sector. Carter, for example, regards them as crucial to the levels of performance, productivity and morale[64]. Because of their broader application, however, they are discussed in this paper under the heading of "General Personal Qualities."

INDUSTRY LIAISON

Introduction

Perhaps the most striking development in TAFE in the past year or so has been the emphasis on the sector's potential for entrepreneurial activities such as consultancies and specialised training programs for industry and commerce.

TAFE's close relationships with industry have long distinguished it among the other sectors of post-secondary education. Significant numbers of TAFE students are already employed when they enrol. Both the development and regular review of vocational programs involve industry participation, consultation and approval. Course advisory committees at national, State and local level include membership from industry and commerce. In some States, TAFE has designed and delivered programs for specific industry clients on a commercial basis for a number of years. In those States where TAFE is a statutory authority, Board members are drawn from industry (employers and unions) as well as government and community. Industry has always been acknowledged as TAFE's strongest client.

There is no doubt that this aspect of TAFE's activity will increase dramatically and immediately. The imperative and the goal are in part economic - a marked increase in TAFE's income-generating activity[65]. They also emerge from the current environment of government emphasis on training and determination of a higher profile for training within industry, encapsulated by the Commonwealth's industry training legislation. TAFE is strategically well-placed to take advantage of greatly increased demand for training resulting from industry and award restructuring.

The relationship between TAFE and industry will change, both in quantity and direction. As TAFE Restructuring urges, "TAFE and industry should ideally develop more of a dynamic and mutually self-interested partnership than the existing typical supplier/consumer relationship"[66].

A growing collection of reports, articles and manuals have emerged on the implications of these new directions and the skills required to work effectively in the new climate[67]. While they are frequently reticent about the specific role of TAFE teachers, their "TAFE will require" can be read generally if not exclusively as "TAFE teachers will require."

Distilling the literature produces a considerable list of

areas of expertise required in a more entrepreneurial, market-oriented TAFE sector. The predominant, overarching area is the provision of consultancy services to industry. Carter (1990) has enumerated as key areas for TAFE consultancies in industry the following: award and industry restructuring, job design and redesign, design of training plans, individual development plans, research on work-based learning, assessment maps, and quality control and evaluation. The STB (1990) sees the key areas as skills audits, training needs analysis, course development, course assessment and recognition, and train-the trainer programs. To these Gribble (1989) added occupational health and safety, equal opportunity, equal employment opportunity, and specialised curriculum and training services.

TAFE's traditional expertise in course design and development, assessment, and access and equity have been identified as readily adaptable to a more market-oriented sector[68]. TAFE is well-equipped to developed tailor-made courses to meet training needs identified by skills audits, particularly in non-trades skills formation[69]. It is also well-equipped to accredit and assess industry-based training programs. Not least, it is well-placed to encourage groups traditionally excluded from formal training schemes to participate in programs, particularly in rural areas.

Competing for and undertaking industry consultancies in such a broad range of areas identified above requires substantial expertise not only in the areas listed above, but also in project management. Special emphasis has been placed in Commonwealth-funded staff development guidelines in 1990 on the "development of management skills, particularly in regard to industry, marketing of employment and training services, and entrepreneurial activity"[70]. Recently published manuals or reports on assessment, industry training requirements, and procedures for undertaking commercial or applied research in industry are indicative of a perceived need in TAFE[71], as are "best practice" studies and reports of pioneering projects[72].

Somewhat more specific about implications of an increasingly entrepreneurial system for TAFE teaching staff is Mageean's recent study of enterprise development in TAFE. The report laid great emphasis on the importance of thorough preparation for TAFE staff involved in enterprises, particularly in management and administrative procedures. She cited a United Kingdom example of training programs for further education staff involved in college enterprises; programs included costing and pricing, marketing and selling, negotiating, customer relations and telephone skills, team work and project work.

The rapid move towards an entrepreneurial TAFE culture is apparent in the contrast between Mageean's recent report on enterprise activities, and her earlier report on the professional development needs of senior staff in TAFE (college managers and aspirants)[73]. In the earlier report, the growing significance of TAFE entrepreneurial activities is noted, as are a number of relevant skills (developing links with industry, marketing the college, public relations skills). However, their inclusion with so many other college-

focussed skills indicates a TAFE culture akin to the older style of industry liaison referred to above rather than the new, more proactive style of the 1990s.

Two further comments emerge out of the literature. The first involves recognition in staff development programs of the impact on TAFE teachers on the changing relationship with industry. There is an expanding wealth of material of new activities for teachers, and now becoming apparent are projects setting down the next level of detail: the retraining TAFE teachers will need to undertake a skills audit, or an industry training analysis or a consultancy on occupational health and safety or equal employment opportunity[74].

The second concerns gaps revealed by previous research between the rhetoric and the reality of close TAFE-industry liaison in the past. One research report has clearly shown "very little formal or semi-formal TAFE-industry liaison at the individual lecturer and industrial trainer levels" and industrial release for TAFE teachers frequently discussed but rarely implemented[75]. Other researchers found that many TAFE teachers found it difficult to maintain adequate contacts with industry, again in contrast to the exhortations of the prevailing literature[76]. Likewise, it has also been established that industry is not using TAFE's expertise to enhance its own training. Bone found considerable lack of understanding between TAFE personnel and industry trainers, underscored by a perceived TAFE rigidity concerning industry needs, time-tabling and course locations. The uneven quality of much industry training, where it existed at all, underscored the effect of neglecting TAFE expertise[77].

It is also interesting to note that, while consultancies are almost exclusively associated with industry and commercial activity, they have also developed between TAFE and community groups. For example, at Petersham College (NSW):

> staff developed skills in educational consultancy to disadvantaged groups, broadened their knowledge and understanding of teaching and learning with multicultural groups, engaged in active community relations and information programs in several languages, including learning another language, and gained experience in developing and implementing innovatory programs for targetted funding[78].

This project reinforces TAFE's potential role in enhancing the training available to disadvantaged and under-represented groups identified by Clark and other writers[79].

An issue of potential importance concerns career paths: is it the experienced TAFE teachers or those beginning who are the best equipped for working with industry in the new roles. There is universal agreement that the demands on beginning TAFE teachers (classroom survival, part-time study) are already intense. This implies that other roles and responsibilities would be an additional burden or distraction, and should be postponed. On the other hand, the freshness of experience in industry or commerce of beginning teachers may

make them particularly well-equipped for enterprise activities and consultancies. A system of "fast-tracking" for beginning teachers with particular expertise has been suggested[80]; the expertise or speciality might well be industrial liaison.

In summary, considerable pressure has emerged for a significant change in TAFE-industry relations in the coming decade, both in degree and kind. Strong impetus for this has come from pressure on resources, although protagonists for this development argue strongly in terms of the expertise within the TAFE system - that is, TAFE teachers.

This is one of the most controversial issues surrounding the role of TAFE teachers in the immediate future. Frequently the literature is couched in terms that suggest all TAFE teachers will become involved in industry consultancies and fee-for-service courses, and moreover, that they will require extensive additional skills to do so effectively. While the reality may be somewhat different, there is no doubt that this area is one of significant change in the future.

WORKPLACE CONTEXT

The pervasiveness of change in the TAFE sector in all States has been a persistent reference in this paper. Yet whether pressures for change or for continuity dominate, both beginning and experienced TAFE teachers require some knowledge of the context or 'system' in which they work, at the bare minimum for survival in their immediate environment.

Beginning TAFE teachers are inducted into several cultures, including their TAFE college and the State authority. In an essay on beginning TAFE teachers that is simultaneously reflective and practical, Pyle identifies a TAFE culture:

> In TAFE, there are our myths (e.g. our ready abilities to respond to community needs; our close relationships with industry) and our acts of faith (e.g. the importance of the education we offer): these are not to be taken as pejorative statements, but rather as expressions of a personal view of what has driven TAFE both before and after Kangan ... It is possible that there is something unique about TAFE, in that there is a vision of a real organisational purpose in trying to help others to learn, and this vision is shared by most (if not all) of the people who work in our colleges and Head offices[81].

Perceptive though the comment is, it has a missing dimension - the decisive importance of government policies in the TAFE sector. In fact, "more than any other educational institutions, colleges of TAFE are sensitive to change in government policy"[82]. Therefore, "new government policies will require staff to make themselves familiar with new directions, new programs, and new issues"[83].

There is little explicit comment in the literature concerning an appropriate degree of knowledge about the TAFE sector (local, State, national), its purposes, its characteristics, its clients, its past or the factors shaping its future. Generally, the importance of such knowledge is implicit. For example, many writers have noted "mounting pressure to respond to a number of significant changes in the workplace and in education. These have included technological changes, demographic trends, socio-economic dynamics, and new workforce patterns"[84]. However, the question of how much knowledge about technological change and other factors is necessary is begged by this author, and most others.

The discussion in the preceding pages indicates something of the nature of changes in vocational education and training in the next decade, if not their likely extent. Numerous issues, both internal to TAFE and external to it, have been canvassed, for example:

- changes in student characteristics;
- changes in industry (e.g award restructuring, quality of workplace life issues);
- changes in TAFE's relationship with industry which will require at least considerable familiarity with, even expertise, particular industries.

It would seem intuitively that at least a passing knowledge of these changes would benefit not only the effectiveness of the individual teacher, but also the entire system. The literature, however, is virtually silent on this.

GENERAL PERSONAL QUALITIES

Introduction

Throughout the literature occur explicit and implicit references to a considerable variety of skills which do not fit under any of the previous categories. They are not so disparate however as to defy common description, and are conveniently described as "general personal qualities", or attitudinal skills. They include, for example, capacity to cope with change, commitment to their own life-long learning, decision-making skills, enthusiasm and creativity.

Adaptability to Change

In a system in which change - or talk of it - is so pervasive, capacity to cope with such change is essential. TAFE teachers must be able to adapt to changes in the technology associated with their area of expertise, and in organisational structures, at the local level (e.g, within their college) and at the system level[85]. Most experienced and many beginning TAFE teachers will have experienced, or are currently undergoing, a major restructure of their State/Territory

authority, TAFE in New South Wales being the most recent example. There are also major changes underway in most industries, relating to award restructuring or the restructuring of the industry itself. These have far-reaching implications for occupations and the training associated with them, and will require teachers to adapt in may ways - to being "multi-skilled", for example, rather than "mono-skilled"[86].

A minor but persistent theme in the literature concerns the capacity of TAFE teachers to teach for change, or to be agents of change[87]. This generally seems to mean TAFE teachers taking responsibility for their own learning and encouraging their students to do the same[88], or being "confident in dealing with change because they [have been] given a wider repertoire of educational and interpersonal skills[89].

Interpersonal Skills

Interpersonal skills recur as a key skill required by TAFE teachers in the current climate and in the future. Interpersonal skills are not only deemed vital, but occur in great variety - for example, the broad generic "interpersonal skills", negotiating skills[90], the ability to work with peers[91], as well as leadership skills and enthusiasm[92].

Research Skills

Several writers and reports assert that TAFE teachers will require research or applied research skills increasingly in the 1990s. Pressure for TAFE teachers to become involved in research was noted several years ago[93]. More recently, however, it has been noted that whereas research in TAFE had focussed on educational issues, it is

> now important to undertake applied research in areas of concern to industry such as discovering an appropriate and efficient way of meeting companies' training needs[94].

The capacity to collaborate in applied research will be important then for at least some teachers.

Decision-making

The importance of decision-making skills for TAFE teachers has also been noted in the literature. For example, it has been argued that there is a "need for TAFE lecturers to become far more involved in decision-making if they are to respond quickly and appropriately to industry's needs"[95]. A research study on TAFE teachers concluded that their decision-making role can be very restricted, at least in the classroom[96]. It concluded that "decision-making skills ... need to be exercised and developed"[97].

From the literature, it appears that the "general personal

quality" most valued in TAFE teachers is good interpersonal or communications skills. Such skills are deemed essential to all TAFE teachers, beginning and experienced. Decision-making skills would also appear important for all TAFE teachers. Research skills, by contrast, are likely to be important a far smaller number.

CONCLUSION

The literature on TAFE teaching indicates clearly that TAFE teachers presently undertake a wide range of activities; it also argues that that range of activities is becoming determinedly wider in response to challenges to TAFE from industry and the community in the 1990s. As indicated above, a number of issues remain unresolved, for example whether or not principally new skills are required in the 1990s, or rather familiar skills adapted to a new environment. Likewise, whether the forces of change are stronger than the forces of continuity is unresolved. Nevertheless, the literature leaves no room for doubt concerning the complex and demanding roles of TAFE teachers in the 1990s.

SECTION B: TEACHER PREPARATION AND DEVELOPMENT: PREVIOUS REPORTS

TAFE Teaching: the Literature

In the Section A literature review, it was noted that considerable research and commentary exist on the roles and responsibilities of TAFE teachers, although the implications of such assertions for the daily life of the TAFE teacher are rarely developed fully. A similar situation applies concerning the implications on the initial preparation and continuing development of TAFE teachers of the major changes evident in vocational and technical education in Australia.

An example of those who delineated more explicitly the indispensable connection between implementing change in the TAFE system and the expertise and commitment of TAFE teachers is Jack Foks, in his study of open learning in TAFE in Victoria[98]. The study pays considerable attention to the impact of its major recommendations on teacher training, staff development and industrial release. For instance, its recommendations include the following:

> Incorporate, within mainstream staff development and teacher training programs, the development of open learning related skills and knowledge.

It also included several other specific recommendations related to teacher education:

- the taking of a practical, on-the-job approach to teacher training and staff development
- that teacher training should be based on on-the-job training, supplemented by off-the-job training, and training provided in the trainee's workplace
- development of on-the-job training, especially through "team teaching in which [teacher] trainees work with experienced and innovational teachers."

These two reports cited illustrate the considerable differences in the degree of attention to teacher preparation and development that may be found in the literature addressing change in the TAFE system. The same point could be illustrated by numerous other examples relevant to major changes in various areas - in the student population, methods of teaching, and the emergence of a more entrepreneurial vocational education system. The examples chosen above for specific comment are illustrative only.

Key Previous Reports on TAFE Teacher Education in Australia

1. The "Fleming Report".

The philosophies and practices behind current TAFE teacher education programs around Australia derive almost entirely from the report on the preparation of TAFE teachers written over a decade ago. Generally known as "the Fleming Report", it was prepared for the then Technical and Further Education Council (TAFEC)[99]. Because of its seminal influence, many of its recommendations are reproduced in this paper in some detail.

1. "All beginning TAFE teachers should undertake a teacher preparation program designed primarily to impart the skills and knowledge required to enable them to become effective practitioners." In more detail, the report strongly argued for

- a carefully designed and implemented component to develop satisfactory teaching practices
- the exclusion of "liberal studies" on the grounds that professional education itself should be sufficiently broadening
- the exclusion of advanced technical subjects related to the teacher's subject area.

2. "Every TAFE teacher who fulfils the requirements of a teacher preparation program, usually carried out in his or her first two years of teaching, should receive a formal award. This award should be a nationally registered advanced education award, at a minimum level of associate diploma."

3. In summary, all TAFE teachers would normally obtain their initial teaching qualification within two years, and enjoy a manageable balance between teaching and study commitments. It also recommended that the cost of release for teachers training would be jointly borne by both Commonwealth and States.

4. The report's multi-faceted fourth recommendation addressed several human resource considerations, including the necessity of TAFE teacher training providers having a nucleus of lecturing staff whose sole function was TAFE teacher education. It also proposed mechanisms for building up resources, including redirection of provider funds to the area, the secondment of appropriately trained and experienced TAFE staff, and special grants for the recruitment of specialist TAFE teacher educators and development of program materials. In addition, it recommended the development and implementation of guidelines for specific schemes for the professional development of TAFE teacher educators.

5. The report also recommended an increase in the scope and intensity of joint arrangements in the preparation of TAFE teachers. In particular, it asserted that TAFE authorities should ensure there were no impediments to

staff undertaking preparation programs, provide co-ordinated support services to beginning teachers and contribute to the lecturing staff in the formal preparation courses.

6. The report proposed that Commonwealth support for TAFE teacher training be conditional on the effectiveness and efficiency of results, identified through a continuous review process.

7. The report recommended a minimum number of providers of TAFE teacher training in each State, fearing a dissipation of resources. This recommendation applied to both initial preparation and continuing education.

In addition to the above recommendations in particular, the report also raised a number of matters which persist, more than a decade later, as key issues in TAFE teacher education. The most important include:

1. **The identity of TAFE teachers**. The report believed that the then existing approaches to TAFE teacher education bore "too heavy an imprint of policies and practices more relevant to schoolteachers," and that more appropriate academic and administrative models were required. The report emphasised, and at some length, that the nature of the TAFE student population (for example, primarily adults) and the previous training and employment experience of beginning TAFE teachers necessitated a distinctive program of preparation for teaching in the TAFE sector.

2. **The level of awards**. The report considered at length, aspects of the appropriate minimum award for TAFE teachers. It rejected the possibility of a special national award, and concluded that an intermediate award, "basic but not necessarily final", viz., the associate diploma was "quite appropriate for the majority of TAFE teachers." To this basic preparation could be added specialisations in areas such as curriculum development, administration, research, counselling and remedial education.

3. **Professional development of TAFE teacher educators**. The report recommended recruitment of TAFE teacher educators from people from TAFE (though not exclusively so), for example through secondments. It also maintained that TAFE teacher educators would benefit from industrial experience programs related to the industries for whose training TAFE was largely responsible. It placed considerable emphasis on appropriate staff development experiences for TAFE teacher educators.

The preferred model of TAFE teacher education in the report is presented here in full because of its influence on TAFE teacher education in Australia in the past decade, and on future possible developments.

"The Committee believes that an appropriate model for TAFE teacher preparation would include at least three elements. These are:

(1) an induction course of at least two weeks full-time duration, emphasis being placed on communication skills, basic teaching skills and lesson planning;

(2) a program aimed at meeting the beginning teacher's immediate needs by:

(a) developing the practical skills of both vocational and non-vocational teaching;
(b) further improving personal communication skills;
(c) introducing techniques for the planning, preparation, implementation and evaluation of teaching and learning strategies, including applications to particular teaching specialities, and integration of TAFE students' work experience with their college course work;
(d) developing skills in the use of basic educational equipment and materials, and introducing the techniques of self-paced and individualised learning;
(e) providing an understanding of the teaching and learning processes (without the need for an in-depth study of psychology);

(3) a wider and deeper study of education with specific reference to TAFE and the needs of the TAFE teacher.

Such a program should be compulsory, and organised so that it provides a firm foundation for a teacher's long-term professional development. The Committee believes that the program should normally be completed by a TAFE teacher within two years of entering the education service, and that a formal reward should be granted on its successful completion."

2. Review of TAFE Teacher Training (Victoria)

Following a major system-wide restructure, the TAFE Board of Victoria in 1985 conducted a major Review of TAFE Teacher Training. Although conducted in a particular context which has since changed considerably, a number of the issues raised in the Review have recurred in this research. The report noted no shortage of opinions on TAFE teacher training emanating from various standpoints and perspectives, such as the client (the TAFE system, its component parts, and individual teachers), the provider (Hawthorn Institute of Education), unions and industry.

Among the general points raised were the importance of:

- integrating educational effectiveness and organisational structures;

- consciously planning the relationship between initial teacher training and staff development;

- the crucial importance of the college in the trainee teacher's development; and

- effective links between provider and client.

The Review identified a number of positive features of the current program at Hawthorn Institute of Education, notably its conceptual framework for teacher preparation (the Self-Task Impact concerns based model), the TRIAD principle and practice (comprising teacher trainee, college supervisor, and the trainee's higher education supervisor), and the internship requirement. Drawing attention however, to perceived weaknesses in the program, it recommended certain changes:

- that TAFE teacher educators should model desirable professional qualities, in particular highly developed technical skills, confidence in dealing with change, and a broad range of personal and educational skills);

- to remedy problems in delivery particularly for country trainees, greater flexibility in program provision was urged, for example through short courses, sending teacher educators to country colleges, and increasing use of new delivery technologies. The Review nevertheless emphasised the importance of "interactive practices".

Other comments in the Review which echo issues raised elsewhere in the project included:

- the importance of training for college supervisors (mentors);

- the benefits of reciprocal secondments between teaching;

- staff in the higher education providers of TAFE teacher training and the TAFE system;

- the important role of other agencies in professional development, for example, in applied research related to vocational education;

- the importance of TAFE teachers possessing interpersonal skills as well as skills related to technical vocational competence;

- the necessity of TAFE teacher education and professional development preparing teachers for the current TAFE system and anticipated initiatives and developments in it;

- recognising the elusiveness of a definitive profile of the "typical TAFE teacher", the necessity for a diversity of approaches to accommodate the diversity of teachers' roles and career paths; and

- notwithstanding that diversity, the essential requirements for TAFE teachers to be highly skilled and resourceful, with broad life experience and an understanding of the system in which they teach, and additionally that they have their educational and personal needs met.

On the distinctive needs of beginning TAFE teachers, the Review maintained that their technical competence and industry/workplace experience should be acknowledged and complemented with teaching skills. Suitable life and/or professional experience should, therefore, be recognised sufficiently by adequate exemptions, difficulties in doing this effectively notwithstanding. Experienced TAFE teachers, according to the Review, require in particular, technical up-dating and knowledge of issues which may have emerged since their initial training, such as equal opportunity and occupational health and safety. Both initial preparation and subsequent development were to be therefore flexible, up-to-date and proactive.

3. The Continuing Education Needs of Academic Staff

A three volume major study of the initial and continuing education of TAFE teachers by the TAFE National Centre was published in 1987. The three volumes examined

(i) the curricula of TAFE teacher education course[100];
(ii) the continuing education needs of full-time TAFE teachers[101];
(iii) the professional development needs of senior TAFE college staff[102].

Important findings emerged from the studies of full-time teachers and senior college staff in particular. Very strong evidence emerged from Hall's research of the urgent need among full-time TAFE teachers for professional development in their area of technical expertise. The vast majority (over 90%) of TAFE colleges in a national survey indicated recognition of severe or important problems among teaching staff in keeping abreast of developments in their teaching field. Significantly, the research also showed that programs such as industrial release, often heralded as significant preventatives against TAFE staff's obsolescence, occurred far less frequently than thought. Given the universally accepted view of the importance of technically up-to-date TAFE teaching staff, the implications of this finding are considerable.

The recommendations of the report can be summarised as follows:

- institutions of higher education should take greater account of the needs of TAFE lecturers in their bachelor and postgraduate courses in education;

- the TAFE authorities should place more emphasis on the professional development needs of trade teachers;

- there should be more emphasis on conducting staff development activities within industry/commerce, and on arrangements whereby industry/commerce personnel conduct staff development activities for TAFE;

- serious consideration should be given by the Commonwealth Government for special funds for regular industry release programs for full-time TAFE teachers (on average two or three months every three years);

- heads of staff development units should meet, as a matter of urgency, to explore ways in which full-time TAFE teachers can regularly update their technical knowledge and skills;

- TAFE authorities should develop methods of self- and/or peer evaluation for teaching staff, so they can regularly assess their own staff development needs.

Mageean's research on the staff development needs of senior college personnel focussed on programs enhancing skills in their present positions, preparation for promotion (where applicable), and preparation for senior (management) positions (with particular reference to the needs of groups under-represented among senior college staff). Principal findings of the research were:

- the importance of networking, contacts, and information exchange as a mechanism of professional development. This can occur in person or across distances of various sizes;

- the necessity for staff development to continue throughout each staff member's entire career, irrespective of their position in the college. Coping effectively with continuous change rather than reacting to crises was seen as being of paramount importance;

- staff development programs appropriate to senior staff were lacking; tailor-made accessible courses and national coordination were regarded as positive steps forward in this regard;

- finding time for staff development programs was a major concern among senior college personnel; staff development in effective delegation and management would assist this;

- staff development for leadership in a more entrepreneurial TAFE system is imperative;

- performance appraisal is an effective basis for developing individual staff development action plans;

- staff development programs should be strongly encouraged but voluntary;

- staff development should reflect the needs of the individual, the college and the TAFE authority.

4. Review of The Teacher Education Program (NSW, 1989)

In 1989, the NSW Department of Technical and Further Education undertook a review of TAFE teacher education in that State, more specifically the programs conducted at the Institute of Technical and Adult Teacher Education (ITATE, now part of the University of Technology Sydney) and the Hunter Institute of Higher Education. The interviews and group consultations revealed considerable criticism of the program at Hunter Institute but general satisfaction with the program at ITATE. (Since publication of the report, the Hunter program has been discontinued.)

While evincing general satisfaction with the ITATE program, the research recommended several changes in TAFE teacher preparation in New South Wales:

- an increase in uniformity in the content and procedures of the induction program for new teachers;
- a reduction in the ratio of teacher education co-ordinators to trainee teachers;
- the teaching of basic skills needed by new teachers are taught within the first two weeks of attendance in the Diploma program;
- the welcoming by experienced teachers of beginning teachers in their classrooms as observers;
- professional development for head teachers concerning their responsibilities for beginning teachers.

The Review also recommended certain changes to make the program more flexible; for example, part-time attendance, commencement of the program in the December/January period prior to beginning teaching, and additional recognition for relevant teacher training courses already completed (such as the Basic Methods of Instruction program).

Almost immediately after the release of this Review came the release of TAFE Restructuring (popularly known as the Scott Report). TAFE Restructuring proposed a complete re-organisation of TAFE in New South Wales, leaving almost no aspect of the system undisturbed. Among the recommendations were a number affecting TAFE teacher education and staff development. They were predicated on the conviction that "TAFE must urgently invest in upgrading the skills of its personnel - managers, teachers and support staff". Its recommendations included:

- a major expansion of the staff development program to address teachers' career paths, with particular attention to industry experience;

- new career paths for teachers balancing classroom, industry and research components and appropriate staff development;
- localising or regionalising teacher training as far as possible; and
- including industry or work experience as a required component of teacher education.

The report also urged that:

> a concerted service-side program should be undertaken as a matter of the highest priority to upgrade the skills and teaching expertise of TAFE's teaching staff; and
>
> the program should involve the fullest possible support from industry through direct sponsorship and greatly expanded return-to-industry arrangements.

It also underscored the importance of linking professional development programs to career planning and promotion.

At the time of writing the TAFE Restructuring recommendations were still under discussion.

Other Key Articles on TAFE Teacher Education and Staff Development

Two articles by Sandra Humphrey address major issues confronting the initial and continuing education of TAFE teachers[103]. She identified as pivotal the role of the college principal or director in the effectiveness of staff development, particularly his or her ability to organise human and physical resources in order to create a positive enviroment for working and learning:

> The skill of the principal in motivating staff to identify with the goals of TAFE and the college and assisting them in developing their skills as teachers, educators and administrators as well as valued members of a team is a fundamental management task[104].

She also enumerated a number of factors essential to a successful college-based program of staff development, among them demonstrated commitment of senior personnel, access to appropriate expertise, consultative mechanisms, a clear policy and procedure framework, and mechanisms for the ongoing review of the staff development program.

Humphrey also reflected on the impact of rapid change in the TAFE system on TAFE teacher education, in areas such as changing inter-sectoral relationships, the trend to credentialism, articulation, increasingly diverse TAFE provision and pressure for accountability in education[105]. She noted several consequences for TAFE teacher education:

- higher qualifications among those recruited as TAFE teachers, particularly the increasing number of graduates;

- a more diverse background among TAFE teachers, including the increasing participation of members of educationally disadvantaged groups which will require the implementation of innovative programs of teacher education;

- demands for more effective teachers; and

- an increasing emphasis on evaluation, particularly with changing methodologies of teaching.

She also advocated the secondment of TAFE teachers to teacher education institutions, and secondment of teacher educators to teach or conduct staff development. In particular, she re-iterated the importance of integrating or linking the initial training and continuing education of TAFE teachers.

A key issue emerging concerns teacher appraisal as a component of effective staff development. Mageean has undertaken considerable research on peer assessment among senior staff in TAFE colleges[106], seeing it as an important step in the development of an action plan for professional development. It allowed staff to identify both strengths and weaknesses in their performance:

> The result is a more confident and competent senior officer. This process is seen as cyclic, with performance appraisals leading to action plans, leading to the further development of a more competent officer who will regularly undertake further performance appraisals.

Mageean had also recommended that "provision should be made for regular confidential appraisal for all college staff throughout their careers"[107].

Professional Development for Industry Consultancy

The emphasis on TAFE teachers' skills in industry consultancy in the 1990s was noted in the first section of this review. The State training system in Victoria has developed an innovative program to train TAFE teachers to conduct training-related projects in industry, such as skills audits and training needs analyses. Entitled the Industry Training Development Program, it aims to "provide a responsive and collaborative mechanism for the provision of training and training-related services to industry at commercially competitive rates by TAFE colleges within the State Training System"[108]. Since its inception in 1998, the Program has provided a number of TAFE teachers with consultancy experiences in industry; in 1989, the program trained 40 consultants from 16 colleges throughout Victoria in 40 companies. The major focus since 1989 has been on award restructuring. Programs conducted under its auspices have

been consultancy training programs, skills up-dating workshops, quality management programs, and a program on managing entrepreneurial activity. The Program aimed to involve almost 500 participants in 1990[109].

The Consultancy Training Program, which anticipated 60 enrolments in 1990, comprises the following components:

- recruitment of trainee consultants;
- Phase 1: Induction Workshop and four weekly one day meetings;
- Phase 2: Twenty weekly meetings of one day. This is "designed on action learning principles which incorporates a process whereby each participant undertakes a consultancy project, including a training needs analysis for an industry client. The client, the facilitator and the college form a learning triad ... The participant attends the weekly group meetings to acquire additional skills and work through shared problems with other participants". An evaluation component is included.
- Phase 3: ITDP Consultancy Network. Graduated trainees become members of the ITDP Consulting Network and Support Group.

The ITDP has raised considerable interest in other TAFE systems. It would appear to be one approach to the professional development needed to ensure TAFE's successful adaptation to a more entrepreneurial culture[110]. Research has shown that TAFE college staff generally have to learn enterprise skills on the job, without benefit of high quality training programs[111]. Professional development in marketing incorporated in an overall strategic plan to develop colleges' business activities would be one solution[112]. As has been commented:

> ... colleges' ability to succeed in these activities depends very much on the skills, knowledge and activities of their staff which do need to be fostered. Professional development will also be needed to assist TAFE staff to accommodate change and to be flexible in their areas of contribution.[113]

That considerable resources are required to reskill TAFE staff appropriately has been acknowledged. Joint ventures between TAFE and private industry, such as the NSW TAFE - Apple Computer Company "Knowledge Link" provide one means of addressing this issue[114].

Distance Education in Professional Development

One means available for professional development for TAFE teachers is formal higher education courses, offered either by the providers of initial teacher training or other universities (for example, Bachelors of Education, post-

graduate diplomas, masters degrees or doctorates). The limitations of such programs include inflexible delivery and content more appropriate to secondary teachers and administrators[115]. It has been proposed therefore, that the higher education sector provide professional development programs that are:

- appropriate in content to TAFE staff, that is, in such areas as engineering, computing, management and administration, organisational development and performance appraisal;
- integrated with other staff development, such as industry programs and programs elsewhere; and
- delivered in a flexible mode to increase accessibility to TAFE staff.

Distance education is seen to have numerous advantages associated with it such as flexibility of time, place and resources. For example, potential for "a greater interest in colleges and industry as complementary centres of expertise and experience, which can be communicated nationwide for professional purposes."

Summary

In summary, among the persistent issues in TAFE teacher education and professional development emerging from reports and articles are:

- the diversity of expertise and educational experiences brought by beginning TAFE teachers. Related issues include credit for and recognition of prior experience and appropriately structured programs to accommodate this experience and expertise;
- addressing the identity crisis beginning teachers experience as teachers and students, exacerbated by their transition from an industry environment to an educational environment;
- views on the core of knowledge essential for beginning teachers from their first day in the classroom;
- the appropriate providers of initial education and professional development;
- the quality of co-operation and communication between TAFE and the major higher education provider;
- the distinctiveness of TAFE, especially the qualitative differences between TAFE and education or training in other sectors;
- the most appropriate delivery modes; and
- the appropriate extent of specialisation.

SECTION C: TAFE TEACHER PREPARATION PROGRAMS IN AUSTRALIA

This section comprises a brief outline of initial TAFE teacher programs currently delivered in Australia, with particular attention to the programs' content and focus. Because of the detail involved, the information is presented in a summary format.

Australian Capital Territory

1. Programs

Diploma of Teaching (Adult Education)
Bachelor of Arts (Adult Education)

Both are offered by the School of Education in the University of Canberra (formerly the Canberra College of Advanced Education).

2. Participants

The program is designed as a professional preparation for adult educators who currently hold positions which involve the teaching or training of adults. Participants include TAFE teachers, defence force instructors (military and civilian), health educators, as well as training and staff development personnel in the public service, industry and education. They must be employed in a relevant position in order to be able to undertake the course. (The School of Education also offers a Tertiary Education Program to assist university staff improve the quality of their teaching.)

3. Length of Program

3.1. Diploma of Teaching: 14 units (12 adult education, 2 electives)

3.2. Bachelor of Arts: 21 units (Diploma of Teaching, plus 7 electives including 6 in an approved sequence)

4. Course Outline

Year 1:
Adult Education 1A (Syllabus Studies)
Adult Education 1B (Theory and Practice of Teaching [Basic])
Adult Education 1C (Communication Teaching Studies)
Adult Education 1D (Teaching [Basic])

Year 2:
Adult Education 2A (Curriculum Studies)

Adult Education 2B (Theory and Practice of Teaching)
Adult Education 2C (Language and Teaching Communication)
Adult education 2D (Teaching [Advanced])

Year 3:
Adult Education 3A
Adult Education 3B (Nature of Adult learning)
Adult Education 3C (Educational Management and Leadership)
Adult Education 3D

The courses are arranged in four themes: curriculum, teaching and learning, communication and the practice of teaching.

5. Electives

Electives are required as part of both courses - two in the Diploma of Teaching and seven (six in an approved major sequence) in the degree program. They may relate either to the student's discipline or specialisation as a practitioner, or be drawn from any teaching area of the university.

6. Other Information on Initial Teacher Training

All beginning TAFE teachers are required to undertake an induction program, a two day intensive "survival" program of Basic Teaching Skills which is later supplemented with individual assistance by the Staff Development Branch of the ACT Institute of TAFE.

The Institute pays the HECS fees for 12 units of the Diploma program, the individual the remainder.

New South Wales

1. Courses

Diploma of Teaching (Technical)
Graduate Diploma in Education (Technical)

Both courses are offered by the Faculty of Adult Education at the University of Technology Sydney (formerly the Institute of Technical and Adult Teacher Education at the Sydney College of Advanced Education, or "ITATE").

2. Participants

Beginning TAFE teachers. Participants in the Graduate Diploma program have a degree.

3. Length of Course

3.1. Diploma of Teaching (Technical): three years full-time, one year of which represents credit for prior trade

qualifications and industrial experience.

3.2. Graduate Diploma of Education: one year full-time equivalent.

4. Course Outline

4.1. Diploma of Teaching:

The course is arranged in four strands: Teaching Studies, TAFE Studies, Specialist Studies, Vocational Teaching.

Year 1:
- Theory and Practice of Teaching I
- Educational Psychology I
- Educational Media
- Communcation and Study Skills
- Curriculum Studies
- Vocational Studies I

Year 2:
- Theory and Practice of Teaching II
- Educational Psychology II
- Computers in Teaching
- Curriculum Development in TAFE
- TAFE Studies
- Two Specialist Studies Electives
- Vocational Teaching II

4.2. Graduate Diploma in Education (Technical)

The course reflects the view that beginning TAFE teachers should be initiated into their profession by developing their area of knowledge and experience as a teaching field and by studying in an integrated way, related disciplines which provide a theoretical underpinning for educational organization and practice.

The program is presented in two segments: Teaching Studies, and Technical and Further Education (TAFE Studies)

Teaching Studies comprises
- Introduction to Educational Media
- Communication Skills
- Curriculum Studies
- Vocational Teaching

TAFE Studies examines the key educational social and political issues currently affecting TAFE, and the role of TAFE teachers in such a context.

5. Electives

The Diploma of Teaching (Technical) course provides for two Specialist Subject electives to be included. They are chosen from course units focused on specific teaching areas, such as mathematics, design, and applied science, or langauge and literacy.

6. Other Information

Orientation to TAFE in New South Wales is provided by the Human Resource Development Division of the Department of Technical and Further Education, now the NSW TAFE Commission. It is not part of the academic program or the credit point structure.

Northern Territory

1. Courses

Diploma of Education (Technical)
Diploma of Education (Adult)
Associate Diploma of Education (Adult)

These programs are conducted by the Northern Territory University.

Associate Diploma of Education (Adult)

This course, currently being up-graded to a Diploma, is conducted at Batchelor College. It is designed for traditional Aboriginal people who will work in the adult education area.

2. Participants

The participants at the Northern Territory University are primarily TAFE teachers. The Associate Diploma provides basic skills for teaching adult learners.

As noted above, the Associate Diploma at Batchelor College is for traditional Aboriginal people who will work as teachers or training officers.

3. Course Length

The Diploma of Education (Technical) and the Diploma of Education (Adult) are the equivalent of 2 years full-time study for participants with trade or other relevant qualifications. The Associate Diploma at Northern Territory University is the equivalent of 1 year full-time.

The Associate Diploma conducted at Batchelor College is a 3 year course.

4. Course Outline

Units studied in the Diplomas include:

Instructional Strategies
Planning Teaching Sequences
Teaching Skills
Management of Learning
Teaching Studies

Educational Technology
Designing Instructional Media
Communications Studies Vocational Teaching
Student Assessment and Evaluation
TAFE Systems
The Teacher in TAFE.

There is a heavy emphasis on the practical aspects of TAFE teaching, and on relating course content directly to classroom and workshop situations.

The Associate Diploma at Batchelor includes a wide range of subjects such as community development, administration, teaching adults, subject specialisation, driving instruction, teaching literacy and numeracy, video production, computing, office skills, health education, and community maintenance.

5. Other Information

Special arrangements may be made for TAFE teachers enrolled in a Diploma course who live outside Darwin. There are, for example, tutorials and seminars in regional centres during the year, and residential blocks of attendance at the University.

Queensland

1. Courses

Diploma of Adult and Vocational Education
Graduate Diploma of Adult and Vocational Education

Both programs are offered in the Division of Education, Griffith University (formerly the Brisbane College of Advanced Education), and the University College of Southern Queensland.

2. Participants

The programs are designed primarily for TAFE teachers, although they also prepare adult educators for senior colleges, private post-compulsory educational institutions and industry. Participants are required either to be employed in a TAFE college, or to obtain part-time teaching placement in a vocational education setting.

Participants in the Diploma hold a relevant technical qualification, and have had considerable industry experience. Participants in the Graduate Diploma hold a degree.

3. Length of Program

3.1. Diploma of Adult and Vocational Education: 2 years full-time or equivalent
3.2. Graduate Diploma of Adult and Vocational Education: 2 years part-time.

4. Course Outline

4.1. The Diploma program is organised around focal questions related to the philosophical, sociological and psychological foundations of adult and vocational education, the bases of adult behaviour and learning, the complex inter-relationships between education, industry and society, communication and technological skills, information technology, teaching and learning in adult and vocational educational settings, and personal development.

The structure of the Diploma (full-time mode) is as follows:

Semester 1 *(8 weeks on campus; 6 weeks off campus)*
- Teaching Processes
- Teaching Practices
- Communication 1
- Computers and Technology

Semester 2 *(14 weeks on campus)*
- Psychological Foundations of Adult Learning
- Foundations of Adult and Vocational Education
- Theories of Program Development
- Assessment and Evaluation

Semester 3 *(14 weeks off campus)*
- Practices of Program Development
- Individual Project
- Processes and Practices of Teaching 1 and 2

Semester 4 *(14 weeks on campus)*
- Work Society and the Learner
- Special Needs Students
- Communication 2
- Psychological Applications to Adult Learners.

The part-time program requires three weeks residential school in each of Semesters 1 and 4.

5. Electives

One unit, "Individual Project", is provided in the Diploma program.

South Australia

1. Courses

Diploma of Teaching (Further Education)
Graduate Diploma of Education (Education and Training of Adults).

Both programs are conducted at the University of South Australia (Underdale campus).

2. Participants

2.1. Diploma of Teaching (Further Education). This program, which aims to provide the professional insights and competencies as well as a sound theoretical framework for teaching adults and adolescents, is directed primarily at TAFE teachers (full-time, part-time, permanent, contract). However, participants include trainees and instructors in other areas such as commerce, industry and government (for example, Police Academy instructors). Access to a teaching or training situation for adults is required for participation in the course. This course is not required of TAFE teachers but they are strongly encouraged to undertake it.

2.2 Graduate Diploma of Education (Education and Training of Adults). This program is for graduates seeking a professional qualification relevant to the teaching of adults. Participants include TAFE teachers, industry trainers and community educators. As with the Diploma, employment in an educational role with adults or post-secondary adolescents is a requirement for enrolment.

3. Length of Program

3.1. Diploma of Teaching: equivalent of three years full-time
3.2. Graduate Diploma of Education: equivalent of one year full-time.

4. Content Outline

4.1. The Diploma of Teaching has four aims:

- development of a range of skills and a sound theoretical framework for teaching adults and adolescents in further education;
- allowing students to develop a personal working philosophy of further education, to access individual development needs, and to make a reasoned choice of electives to improve personal expertise;
- providing opportunities for the development of knowledge, skills and understanding in subjects to be taught;
- providing opportunity for students to broaden their interests and develop fresh insights and new skills as educators in further education.

The course is arranged in four areas:

- a *Foundation Unit* (a component of Professional Studies), which analyses the trainee teacher's prior learning and career aspirations, against the background of the current and future role of adult educators in various educational contexts;

- *Professional Studies,* for the knowledge, skills and attitudes of a professional adult educator in teaching

and management roles in adult education, and for a theoretical framework of adult education and the psychological basis of adult learning and development;

- *Vocational Studies,* for specialist knowledge. Teacher trainees can be given exemption for 24 of the required 36 units, for current proficiency, skills and attitudes in the specialist teaching area (otherwise supervised individualised studies are required). The remaining 12 points require trainees to up-date their specialist area and undertake a research project relevant to it; and

- *Individual Development Studies,* or electives. Teacher trainees may enrol in any subject in the University of South Australia or another tertiary institution. Consultation with the course co-ordinator is required about the elective, specifically about relevance to the teacher trainee's personal and professional development. The purpose of such freedom is to recognise and cater for the diversity of the trainees' backgrounds.

The relative balance of each area is as follows:

- Professional Studies 54 points
- Vocational Studies 36 points
- Individual Development 18 points.

4.2. The Graduate Diploma of Education examines the role of the adult educator, as well as providing a sound philosophical conception of education and training, and the social and psychological foundations of adult education.

The program comprises six units of study, totalling 36 points:

- Perspective in Adult Education and Training
- Strategies for Educators of Adults
- Psychology of Adult Learning
- Professional Study
- Models for Facilitating Adult Learning
- Program Design and Evaluation

Electives, which account for one third of the course, can be taken from courses available within the University of South Australia, or another tertiary institution in special instances. Electives related to adult education include Educational Communications and Technology, Sociology of Adult and Further Education, Philosophy of Adult and Further Education, and Foundations of Adult and Further Education in Australia.

5. Electives

These are discussed in the course outline.

6. Other Information

While enrolment and completion of the above courses is not required of TAFE teachers in South Australia, all TAFE teachers are required to undertake a thirteen day "survival skills" course, popularly known as "NELMIC" (New Entry Lecturer Methods of Instruction Course). This is provided in-house, by the Department of Employment and Technical and Further Education.

Tasmania

1. Course

Diploma of Teaching (TAFE)
This program is offered at the Tasmanian State Institute of Technology.

2. Participants

Participants in this program are generally either beginning teachers or upgrading teachers.

3. Length of Program

Two years.

4. Course Outline

The program has four major areas of study:

- student development and communications
- learning and teaching
- TAFE studies
- special studies

Beginning teachers generally complete a residential component which focuses on study skills, managing learning and preparing for teaching before completing 18 units of study over two years.

To complement these activities each beginning teacher is appointed a special method tutor. The focus of this activity is the establishment of learning agreements which are planned and implemented in the beginning teacher's college during the first year of the program.

5. Other Information

Temporary full-time teachers undertake a 40 hour induction program entitled Preparing for Teaching Competence. It comprises four units of competence (themselves each made up of several elements of competence):

- preparing for teaching
- preparing for learning
- operating as a teacher
- evaluating performance.

Victoria

1. Courses

Diploma of Teaching (TAFE)
Graduate Diploma of Education (TAFE)

Both courses are taught at the Hawthorn Institute of Education, which is amalgamated with the University of Melbourne.

2. Participants

The courses are for TAFE teachers, and in addition adult and community educators, vocational teachers, and trainers in industry, government agencies and commerce. The Graduate Diploma, for graduates, caters for the same groups and, in addition, teachers in tertiary institutions.

3. Course Length

3.1. Diploma of Teaching: 3 year full-time undergraduate course, comprising 1 year specialist study and work experience component, and a two year internship program. Up to 1 year advanced standing is generally given for previous specialist approved qualifications.

3.2. Graduate Diploma: one year full-time or equivalent.

4. Course Outline

4.1 The Diploma of Teaching (TAFE) aims to enable participants to develop the necessary knowledge, attitude and skills required in their first years of teaching. In particular it focuses on developing the teachers' capacities related to:

- design, implementation and evaluation of effective learning experiences for their students;
- fulfilling a professional and specialist role in an educational organisation;
- self-development in educational, specialist and personal areas relevant to their teaching role.

The course begins with an induction program (100 hours).

Year 1:
Teaching Learning and Curriculum 1 and 2
Educational Psychology 1
Language and Communication 1 and 2
Education Technology and Society 1

Teaching Experience Program

Year 2:
Teaching Learning and Curriculum 3 and 4
Educational Psychology 2
Language of Communication 3
Education Technology and Society 2
Teaching Experience Program

Three electives are chosen from the following: Adult Education, Specialised Computer Applications in Education, Studies in Equal Opportunity, Mathematics in Vocational Education, Teaching Technology Studies, Training and Learning in the Work Place, and Practicum in Teaching and Learning.

The results in each subject are marked Pass or Fail.

4.2. Graduate Diploma

The Graduate Diploma also commences with an induction program. The TAFE studies comprise the following phases of course work:

- Initial
- Analysis of Teaching
- Further Development of Teaching
- First Aid.

The results for each subject are graded Pass or Fail.

Western Australia

1. Program

Bachelor of Arts (Education) TAFE
Graduate Diploma of Education (Higher and Further)

Both programs are offered by Curtin University.

2. Participants

TAFE teachers.

3. Length of Program

3.1. Bachelor's degree: 2 years full-time or 4 years part-time
3.2. Graduate Diploma: 2 years

4. Course Outline

4.1 Bachelor of Arts (Education) TAFE

Year 1:
typically one year advanced standing is granted on the basis of qualifications already completed

Year 2:

Communication Studies 1 and 2
Management of Learning
Instructional Strategies 1
Theory and Practice of Teaching Workshop 1 and 2
Instructional Technology
Evaluation of Student Learning
Internships 1 and 2

Year 3:

Program Development and Evaluation 1 and 2
Psychology of Adolescent Learning
Technology, Society and Employment
Theory and Practice of Teaching Workshop 3 and 4
Instructional Strategies 2
Internships 3 and 4

4.2. Graduate Diploma

Year 1:

Analysis of Teaching (Higher and Further Education)
Strategies of Teaching 1 (Higher and Further Education)
Instructional Media and Materials
Supervised Teaching 1 or Teaching Project 1
Psychology of Adult Learning
Student Assessment - Higher and Further Education
Supervised Teaching I (cont.) or Teaching Project I (cont.)

Year 2:

Issues in Higher and Further Education
Curriculum and Instructional Design
Supervised Teaching II or Teaching Project II
Curriculum Strategy and Design II
Strategies of Teaching II (Higher and Further Education)
Supervised Teaching II (cont.) or Teaching Project II (cont.)

5. Other Information

The Curtin course "proper" is preceded by a ten day induction course on basic teaching skills and strategies. It is essentially the front end of the first semester of the Curtin course rearranged into short units of learning. It is similar to the NELMIC course in South Australia. TAFE is involved in the design and delivery of the course, providing 70% of the facilitators, while Curtin provides the remaining 30%.

In Term 1 beginning TAFE teachers attend Curtin's first semester program for 10 hours a week. Curtin provides 70% of the facilitators, TAFE 30%.

In Term 2, TAFE teachers attend a maximum of 10 hours a week at Curtin to complete their training requirements. Curtin provides all the instruction.

In Term 1, HECS fees are paid out of Commonwealth funds; in Term 2, TAFE teachers pay their own HECS fees.

SECTION D: PROFESSIONAL DEVELOPMENT OF TAFE TEACHER PROGRAMS

The following section summarises information about current practices concerning the professional development of TAFE teachers in Australia. It does not pretend to be an exhaustive account of all opportunities that might be taken up by all TAFE teachers; rather it is intended to indicate the general policy directions and priorities. It has been drawn from professional development policies, and particularly from information provided by senior professional development staff in each agency. It is summarised according to State/Territory so it can be compared readily with the initial teacher education programs outlined above.

The information focuses on several key issues:

1. the professional development programs available
2. its provision
3. funding

The Australian Capital Territory

Experienced teachers in the ACT Institute of TAFE have a range of professional development programs available in four broad areas: development of teaching skills, technical up-dating (including award restructuring), management, and enterprise or entrepreneurial skills.

Teaching skills can be developed through various programs, offered through the University of Canberra, the Institute itself, and through specialists or consultants. The programs themselves include mentoring/supervision, short courses and workshops, degree or higher degree programs, and specific courses for specialist areas of teaching. Most are funded through the Institute; degree programs may be funded by the individual.

Technical up-dating opportunities are provided through the Institute, and comprise conference participation, short courses, return to industry, in-house programs, and the activities of professional associations. Some are funded by the Institute, others (such as professional associations) by the individual.

Management skills can be developed through in-house programs, short courses, secondments and further study. The Institute and the University of Canberra are generally the providers. These programs are funded by the Institute.

Opportunities to develop *entrepreneurial or enterprise skills* are generally in the form of short courses and project work, conducted either through the Institute or the public service.

Some are funded by the Institute, others by the individual.

Northern Territory

The geography, sparse population and distance from capital cities in the Northern Territory have made difficult a comprehensive professional development program for TAFE teachers. Funds, available through the Territory Department of Education and the Northern Territory University Institute of TAFE, are limited. Most activities are undertaken locally, that is by the local college or centre, although keynote speakers may be drawn from interState.

The most common forms of professional development are local programs, occasional centralised workshops (to address system needs), and where funds permit interState conferences and seminars.

TAFE staff with the Territory Department of Education may receive special assistance to attend seminars in Darwin (one return air fare and up to ten days paid leave).

Funding comes from three main sources: college, Territory and Commonwealth.

The main areas addressed in professional development include award restructuring, skills audits, marketing strategies, and industry consultancies.

New South Wales

In New South Wales, responsibility for ongoing professional development and technical competence is shared among college, teaching school, manager, teacher and the Human Resource Development Division. As a result of the recent departmental restructure, increased responsibility has been given to network and college management for all aspects of teacher education.

Funds for all staff development purposes are channelled through the Human Resource Division to:

- Networks and colleges, to address local staff development needs;
- Schools and Industry Training Divisions, to meet needs specific to a particular industry, such as curriculum change and implementation, technological changes, teaching strategies and assessment; and
- centrally held funds for the conduct of a variety of programs with State-wide application, such as educational computing skills, teaching methodology, examination and assessment procedures, and curriculum implementation.

Staff development co-ordinators (part-time) and staff development committees assist human resource development

within schools and colleges. Management and co-ordinators assess needs, and develop and implement training strategies and programs.

The central Human Resources Division also provides an extensive consultation and advisory service at all levels in the Department, as well as a series of programs in teaching and curriculum development skills.

New South Wales TAFE is currently undergoing a restructuring process which is increasing and diversifying the role of teachers and therefore their training and development needs. TAFE teachers need enhanced skills in marketing, issues related to industry as well as restructuring and structural efficiency principles, as well as local curriculum development.

Queensland

As in other States and Territories, there are in Queensland various avenues for continuing professional development for experienced TAFE teachers: the Professional Development Branch in the Department of Employment Vocational Education and Training (DEVET) - which has system-wide responsibility, college-based staff development, and individual initiatives.

The Professional Development Branch offers a range of programs related to system and strategic initiatives, and college-based needs. It also offers management and senior administration programs for experienced teachers. These programs are funded from central resources or, where responding to local need, from college resources.

Staff development funds are included in each college's recurrent allocation. In the majority of colleges, the funds are allocated by the college directors, normally with the advice of a college staff development committee. Some staff development committees have discretion to allocate expenditure.

Increasingly, teachers are returning to industry to up-date their technical skills. Others are involved in exchanges with other educational or training organizations as a means of developing their professional skills; these are centrally organised and funded. Central funds also provide system level scholarships for various professional development projects.

An increasing number of TAFE teachers are enrolled in higher education programs. They are responsible for the payment of their Higher Education Contribution Scheme.

South Australia

The teacher, teacher's managers and the Department of Employment and Technical and Further Education (DETAFE) share responsibility for the professional development of experienced TAFE teachers.

Funding comes both from DETAFE, and sources outside it. In the annual budgeting process, DETAFE funds are allocated to colleges (40%), programs (40%), special system-wide initiatives (10%) and the central staff development unit (10%). It has been estimated that professional development funds from outside DETAFE (industry, college councils, project grants and personal sources) at least equals the amount of funds in the annual DETAFE budget.

The primary role of the small central staff development unit is to assist in the planning, co-ordinating and evaluating of the DETAFE program, but management of staff development in South Australia is largely decentralised. College-level structures for the management of staff development vary considerably (for example, committee, specialist staff development officers), but every college is required to submit an annual staff development plan and an annual staff development report. The co-ordination of these annual staff plans, and identification of strategic system-wide issues are the main impetus behind system-level staff development.

The range of professional development activities can be gauged in the following summary.

Teaching skills are developed by mentoring, teaching supervision, attendance at short courses, conferences, and enrolment in higher education courses. All but higher degree programs are funded through college budgets, as teaching skills have been determined to be a college responsibility; higher degree programs must be funded from personal sources as HECS fees are reimbursed only for undergraduate courses.

Technical expertise is maintained and developed in a variety of ways, including courses and conferences, return to industry programs, higher education programs, project work, informal schemes such as exchanges and secondments and membership in professional associations. Funding comes from various sources: college budgets, industry, college councils and personal sources.

The development of management and administrative skills, regarded as an increasingly important area for TAFE teachers, may occur through project work, short courses, secondments and acting or higher duty positions. Funds are available from college budgets and individual resources.

Entrepreneurial skills are developed through project work, short courses, and by involvement in consultancies. Various funding sources support such activities including colleges, college councils, and college enterprises.

Tasmania

In Tasmania, a Staff Training and Development strategic plan ("Training for Competence and Productivity") guides the initial preparation and professional development of teachers. Five key training requirements are highlighted:

- organisational development
- occupational technical competence
- processes of curriculum development
- professional teaching competence
- management development.

The plan aims at improved levels of performance through acquisition and application of two sets of competencies.

The TAFE Staff Development Section mission Statement specifies raising the performance of the Division's human resources, through provision of quality staff training and development programs. The programs aim to pursue the development of individual and collective confidence and competence for strengthening the organisation's abilities to attain its goals and meet its priorities.

All staff must share the responsibility for their own professional development. The intention is that they will plan and participate in professional activities frequently and enthusiastically, and so directly affect the quality, depth and flexibility of TAFE provision.

The Staff Development Section provides the main source of direction. Funding for the Section is from the State Government; funding for training and development is provided by the Commonwealth Government. Approximately 90% of funding is allocated to the five training requirements within the strategic plan. The other 10% is allocated to colleges on a pro rata basis for use within their own priorities.

Professional development activities focus on generic competence and specialist competence. Exemplary practices related to generic skills are followed in the identification, design and implementation of programs which respond to training needs. These include the Department's Management Development Program, Marketing Skills Training, Quality Control and Evaluation, Computer Training, Training for Industry Consultancy, and Preparing for Teaching Competence programs.

The Strategy for the Continued Development of Technical Competence in TAFE is focused within schools and departments. Following comprehensive training for program management, all heads conducted a skills analysis within their school or department. The resulting skills register formed the basis of a skills audit upon which each school or department and all staff developed both team and individual development plans. Heads from across the State meet to establish training and development priorities, which are then developed into proposals for funding. Training plans are assessed and updated annually.

Victoria

Professional development for TAFE teachers in Victoria may be locally organised, or centrally supported.

Each college meets most of its own in-house staff development

activity from recurrent funds, and organises programs with that budget framework based on the college assessment of need. Colleges meet the bulk of the costs of industrial release as well as teacher training. All colleges have a staff development officer (full- or part-time) and/or a committee.

All Victorian TAFE Teaching Service teachers are entitled to a minimum of one week time release per annum for staff development purposes. In addition, each college also has an allocated Industrial Release target figure.

The extent of college-based, teacher-related development activity varied considerably, depending on the local context.

An estimated $14.1 million has been allocated to colleges for teachers' professional development in 1990.

Centrally supported funds for staff development are small by comparison ($1.2 million). There is no central staff development unit at the Office of the State Training Board, but rather a centrally supported program which, in 1990, comprised eight staff development and six management development activities. These are related primarily to the Commowealth's priorities for TAFE and State government policies. Notional participation targets for each college in all activities is indicated in each college's annual performance plan.

Colleges bid for the management, design and delivery of many systemic programs. These include the Industry Training Development Program, which is aimed at assisting teachers develop industry consultancy skills; the ITDP Skills Update Program, which provides technical skills training in industry liaison and training; Award Restructuring Awareness Training; Curriculum Writing Skills Training for senior teaching staff, and Occupational Health and Safety Training.

TAFE teachers are also encouraged to participate in skills formation processes through the Industry Release Program, relecting an industrial commitment to support the equivalent of 170 teachers to return to industry activity, on full salary maintenance (estimated cost $6.8 million). TAFE teachers are also encouraged to participate in Management Development Activities.

Western Australia

In Western Australia, approximately $.75 million is spent on average per year on professional development programs for TAFE teachers. The programs fall under the following headings:

- technical updating
- return to industry
- management development
- industry and award restructuring
- occupational health and safety
- performance management.

These courses are delivered by TAFE staff, industry experts and trainers, and external consultants.

NOTES AND REFERENCES

1. The three volume study entitled The Continuing Education Needs of Academic Staff was published by the TAFE National Centre for Research and Development in 1987.

2. For example, the State Training Board of Victoria has implemented the "Negotiated Targets Policy" (NTP), the objective of which is to increase participation by under-represented groups in mainstream courses until it matches their representation in the community. Implementation of the policy is a component of the resource agreements negotiated with all TAFE colleges in Victoria each year.

3. This is not a hypothetical situation, but drawn from the observations undertaken as part of the research of this project.

4. Among the numerous recent reports are Binns (1989), Ensor (1989), Kirby (1988), Moore (1987) and Nairne (1987).

5. Marling (1986). See also E. Bourke, "TAFE for Aboriginals," in Hall (ed) (1989).

6. Townsend (1988).

7. Binns (1989).

8. Detailed research by Mealyea (1989) showed that tradesmen training to become secondary technical teachers used racist and sexist humour as a mechanism for coping with an unfamiliar and stressful environment. The extent to which this transfers to the classroom and its applicability to tradesmen who become TAFE teachers is unknown.

9. M. Byrne and P. Kirby, "Educational ideas and ideals: is there a TAFE philosophy?" in Hall (ed) (1989).

10. W. Hall, "Delivery", in Hall (ed) (1989).

11. McBeath (1990).

12. Ashurst (1987).

13. A useful definition of competency-based training occurs in Towards a new metal and engineering industry award (Canberra, 1989):

> Competency-based training is an approach to training which emphasises a person's ability to meet a prescribed standard. Accordingly, under such a system a person can acquire qualifications when they can demonstrate that they have reach specified standards in terms of both theoretical understanding and its practical application.

14. At least one TAFE college - Richmond College in Melbourne - delivers all its programs in a competency-based, self-paced mode.The TAFE National Centre for Research and Development has recently conducted an inventory of competency-based programs.

15. Harris et al (1987).

16. For example, STB (1989); Foyster (1990); Carter (1990).

17. Carter (1990).

18. Foyster (1990).

19. Pearce and Thomson (1990).

20. Carter (1990); see also Thomson (1987, 1988); Ashenden (1989).

21. Definition from Foks's (1988) glossary of terms. Comparison of skills identified as necessary for teachers in competency-based programs and open learning programs shows considerable similarity. Carter (1990) sees teachers involved in competency-led training as needing a "portfolio of skills required to function as a member of an open learning unit while maintaining a traditional and work-based teaching role".

22. TAFE 1990 (1989).

23. Foks (1988).

24. See also Ashurst (1987).

25. Ashurst (1987).

26. State Training Board of Victoria, Goals for the State Training System: Priority Tasks for the State Training Board 1990-91, March 1990.

27. A. West (1988)

28. Hall asserts the growing importance of movement from higher education to TAFE, for example, short vocational courses that prepare graduates for the workplace. Hall, "The Interfaces: School/TAFE/Higher Education," in Hall (ed) (1989).

29. Foks (1988); Carter (1990); TAFE 1990 (1989).

30. Gribble (1989).

31. Carter (1990).

32. Mealyea (nd).

33. Mealyea (nd).

34. Mealyea (nd); Thiering (1986).

35. Foyster (1990).

36. UNESCO, (1990).

37. Tippett and Treagust, (1988).

38. Hall, (1987).

39. TAFE 1990, (1989).

40. Stevenson, (1988).

41. DEET, (1989).

42. See, for example, State Training Board of Victoria, Award Restructuring: The Challenge for TAFE (STB, 1989).

43. West, (1989).

44. Dahnke, (1989); see also Pyle, (1987).

45. Hayton et al, (1989); Carter, (1990).

46. Bone, (1988).

47. Gribble, (1989).

48. Hall, "The interfaces: school/TAFE/higher education", in Hall (ed) (1990).

49. Frankston College of TAFE (1989); Mageean (1990).

50. Stevenson, "Curricular issues" in Hall (ed) (1989).

51. Stevenson, " Curricular issues" in Hall (ed) (1989).

52. Stevenson, "Curricular issues" in Hall (ed) (1989).

53. Kaye, M. "TAFE teacher education: future possibilities in a reconstructed higher education", in Meek and Harrold (1989).

54. Harris et al (1987).

55. Foyster (1990).

56. Carter (1990).

57. Harris (1987).

58. Foyster (1990).

59. Foks (1988).

60. Mageean (1990).

61. TAFE 1990 (1989).

62. Carter (1990).

63. Mageean (1987).

64. Carter (1990).

65. The review of NSW TAFE completed in 1989 recommends that TAFE in that State be 50% self-sufficient by 1997. Scott (1989).

66. Scott (1989).

67. For example, Hall (1990); Mageean (1990); Foyster (1990); Clark (1990); Gribble (1989). There has been a plethora of reports since 1989.

68. Hall (1988); Clark (1990).

69. Clark (1990).

70. TAFE 1990 (1989).

71. Fuller, Oxley and Hayton (1988); Hall (1990).

72. Frankston (1989); Mageean (1990).

73. Mageean (1987).

74. See Industry Restructuring Newsletter, No. 5 May 1990, from the TAFE National Centre for Research and Development, for a number of new training packages and workshops on award restructuring, industry consultancies, and skills audits.

75. Hall (1988).

76. Tippett and Treagust (1988)

77. Bone (1988).

78. Humphrey (1987).

79. Clark (1990).

80. Pyle (1987). See also Gribble (1989).

81. Pyle (1987).

82. West (1988).

83. West (1988).

84. Magison (1989).

85. Clark (1990).

86. See for example, STB (1990).

87. For example, Thomson (1987); M. Kaye, "TAFE teacher education: future possibilities in a reconstructed higher education sector," in Meek and Harrold (1989).

88. Kaye, in Meek and Harrold (1989).

89. Humphrey (1988).

90. For example, NBEET (1990).

91. McBeath (1990).

92. Carter (1990).

93. Stevenson (1988).

94. NBEET (1989).

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97. See also McBeath (1990).

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104. Humphrey (1988).

105. Humphrey (1988)

106. Mageean (1989), "Approaches to Peer Appraisal as a Means of Professional Development," Australian Journal of TAFE Research and Development 4 (2).

107. Mageean (1987).

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